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| **Achievement Indicator** | **Lines of inquiry** | MEDIA Library/ICT/A.V room/ Dome | INTERVIEW | SURVEY | OBSERVATION | Homework Assigment |
| Match the living things with the corresponding adaptation | **Different kinds of adaptations living things have and how they help them adjust to their enviroment** | **1.Inquiry adaptations, bubble map, in the library**  **2.Choose a living thing for their self –study at the Dome** | **Expert´s visit (Lilian Marulanda /plants adaptations and Margarita /animals camouflage** | **1**.**What´s your favourite animal**?  (teaching bar graph ) | **3.Field trip to the Zoo**  **Looking at the living things adaptations and habitats and drawing them** | **1.Colour the animal and their physical feature (sheet)** |
| Draw what living things need | **What living things need to preserve their species** | **A. Watch a video living things need**  **B. Watch a video endangered animals, register in the notebook chart** |  | **2.What does a living thing need to survive?**  (teaching bar graph ) |  | **2. Inquire about their chosen living thing habitat (cut outs)**  **Draw what the living thing chosen need to survive.** |
| **Identify the living thing with its habitat** | **What strategies living things apply in order to survive** | **Watch videos and books about different kinds of habitats** | **Expert´s visit** | **3.What living things live in ocean/rainforest/ lake/desert/ north Pole/**  (teaching bar graph ) | **1.Field Trip to Museo de Ciencias**  **2. In visual arts they should design their chosen animal habitat** | **3. watch the videos uploaded in the wiki**  **4. Match the animals with their corresponding habitat** |
| **Identify how people adapt to the environment** |  |  | **A.Expert´s visit (a rotation with teachers like: Teresita and Ben**  **B. New students in First grade**  **C.Afectividad** |  |  | **5.What I learnt today notebook** |
| **Identify how human beings affect their environment** |  | **Unit Agenda**  **.Teacher: game with unit questions (dice)**  **.Teacher : make a poster with the cut outs they bring**  **. Independent:**  **Watch a video selected by teachers and draw animals adaptation in a chart given**  **.Independent**  **Model with plasticine their choosen animal.**  **.Independent:**  **Write facts about their choosen animal.** |  | **How people affect the environment**  (Guided practice bar graph ) |  | **6.Bring 3 cut outs of how human beings affect the environment (species)** |